

KS2 Class Teacher (Temporary)

Application Pack



Location:

KS2 class teacher: Upton Heath Church of England Primary School, Upton Lane, Upton, Cheshire, CH2 1ED.

The Samara Trust Registered address:

Clutton Church of England Primary School. Broxton Road. Clutton. Cheshire. CH2 9ER.

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Invitation from Mr Roberts, Principal of Upton Heath Primary School

Thank you for your interest in our class teacher vacancy. Upton Heath C of E Primary School is a two-form entry, co-educational primary school of just under 420 children with 58 staff serving a diverse community including children whose families serve in the armed forces.

Upton Heath is a church school with a warm, family oriented environment and a strong community of parents/carers, governors, supporters and friends. The school is proud to be an inclusive school. Upton Heath was judged as a good school in 2022 by Ofsted.

To find out more about our school, you may wish to view our prospectus, available on the home page of our website: <https://www.uptonheath.cheshire.sch.uk/>

Best wishes

Mr Stuart Roberts, Principal

head@uptonheath.cheshire.sch.uk

www.thesamaratrust.co.uk

<https://twitter.com/UptonHeathCE>

<https://www.facebook.com/UHPrimarySchool/>

<https://twitter.com/thesamaratrust>

<https://www.facebook.com/thesamaratrust>

The application process and timetable

You are invited to complete an application form and covering letter for this post.

Closing date for application forms and covering letter:

Shortlisting: Tuesday 21st March 2023

Interviews: Tuesday 28th March 2023

Commencement of post: Tuesday 6th June 2023

Once the application forms and covering letter have been received, full details of the interview programme will be provided.

The Samara Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application. In accordance with our safeguarding policy the successful candidate will be required to have an enhanced DBS check.

Completed application form and covering letter should be sent to:

Admin team: admin@uptonheath.cheshire.sch.uk



Background of The Samara Trust

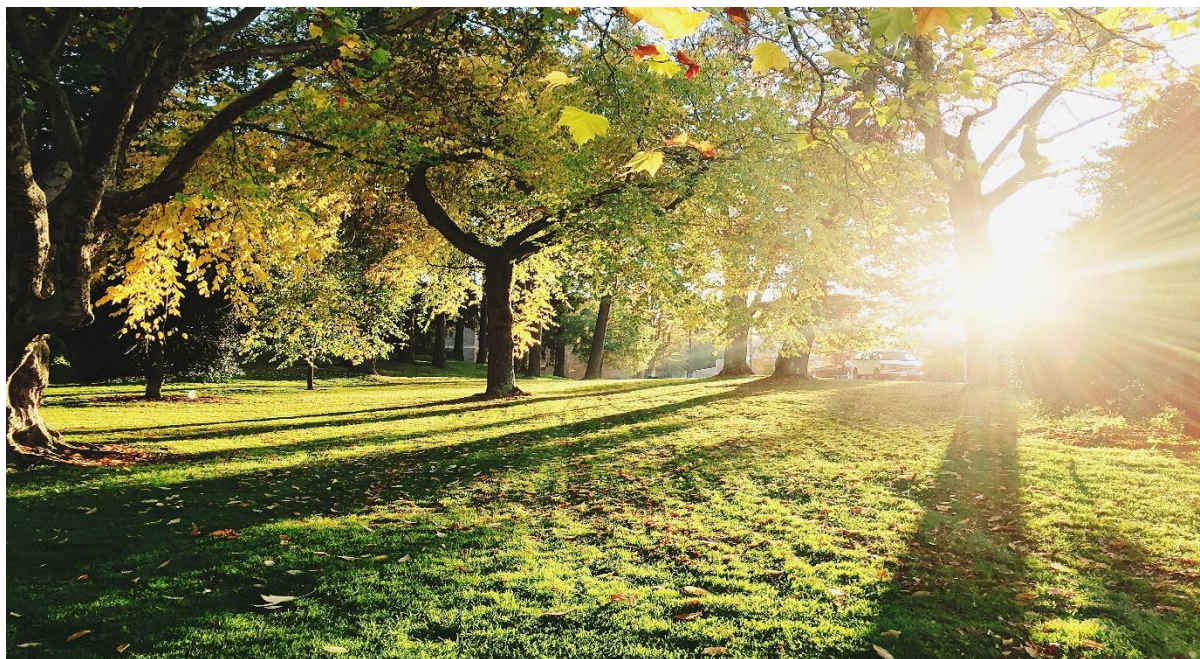
The Samara Trust was formed on the 1st March 2018. Clutton, Little Sutton and Upton Heath Church of England Primary schools joined together to establish The Samara Trust – a collaborative partnership focusing on improving education for the children of our schools.

The values that led to the formation of The Samara Trust were agreed to be a valid starting point for developing values for The Samara Trust. They are:

- **Child focussed** we strive to continually improve outcomes for the children and families within our schools.
- **Celebrating individuality** ensuring schools retain their distinctiveness and The Samara Trust complements and supports them.
- **Collaboration** enabling us to develop the skills, resources and practices through deep collaboration at all levels.
- **Opportunities** to facilitate new opportunities for staff through training, collaboration, joint professional development, exchange of best practice, developing expertise within our teams to support each other and other schools, staff secondment and joint working.
- **Internal rigour and challenge** allowing positive culture of quality assurance and improvement bringing about the best outcomes for our young people.

The Samara Trust brings together a variety of different schools to work together, supporting each other to create improved outcomes for our pupils in ways that would be far more challenging if we tried to do them by ourselves. We have joined together to create a collaborative solution for ourselves, a solution which will give us and schools who join us a greater sense of their place in the world.

Our priority is to provide sustainable school to school support and take full advantage of the breadth and expertise that already exists in our member schools. With that in mind we have prepared a trust development plan which highlights opportunities to work together to improve our individual schools and the experiences of our children. More information is available on our Trust website. www.thesamaratrust.co.uk



Job Description

Post:	Temporary KS2 Class Teacher (full time)
Location:	Upton Heath Church of England Primary School.
Responsible to:	The Principal, members of the senior leadership team (SLT) and the governing body.
Salary/Grade:	Main pay range in line with the School Teachers' Pay and Conditions Document.
Supervisory responsibility:	The post-holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities.

The Samara Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.

Job Purpose:

The class teacher shall carry out the professional duties as described in the school teachers pay and conditions document.

- Be responsible for the learning and achievement of all pupils in the class/es, ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, Trustees, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with the school's appraisal process.

Other

- To have professional regard for the Christian ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality.
- Follow relevant school procedures and ensure confidentiality at all times.
- Perform any reasonable duties as requested by the headteacher.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change.

Signature of post holder: _____ **Date:** / /

Signature of Executive Principal: _____ **Date:** / /

Person specification – Class Teacher

Criteria	Essential	Desirable
Skills	<ul style="list-style-type: none">• Have high expectations of pupils and have the ability to inspire and motivate children• Ability to assess children and plan accordingly; differentiating work to meet each child's needs• Ability to promote disciplined behavior throughout the class and school; and to have a positive approach to behavior management• Strong inter-personal skills to develop pupil and parental relationships	<ul style="list-style-type: none">• Evidence of excellent lesson observations• Show evidence of commitment to taking an active part in school life, including out of school hours activities• Evidence of continuous professional development and commitment to

	<ul style="list-style-type: none"> • Work effectively as a member of a team • Communicate effectively (both orally and in writing) to a variety of audiences • Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating • Ability to identify own learning needs • Excellent communication skills • Excellent organisational skills and the ability to provide a high quality classroom environment • Ability to prioritise, work under pressure and to meet strict deadlines • Ability to work as part of a team 	further professional development relating to curriculum/learning and teaching
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Degree level qualification 	<ul style="list-style-type: none"> • First aid qualification
Knowledge	<ul style="list-style-type: none"> • Effective teaching and learning styles • The theory and practice of providing effectively for the individual needs of all children • Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum • The monitoring, assessment, recording, tracking and reporting of pupil's progress • The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN, Safeguarding and Child Protection 	<ul style="list-style-type: none"> • Understanding of current developments regarding the National Curriculum • Understanding the positive links necessary within a school, and in turn with all its stakeholders
Experience	<ul style="list-style-type: none"> • Experience of successfully teaching in primary phased • Experience of teaching across KS2. 	<ul style="list-style-type: none"> • Experience of working effectively in partnership with parents • Experience of leading a subject area, with ability to show whole school improvement

		including Humanities, SEND or Science. <ul style="list-style-type: none"> • Experience and willingness to provide extra-curricular activities for children
Special requirements	<ul style="list-style-type: none"> • Commitment to the Christian ethos of our Church of England school. • Ability to work independently on own initiative • Willingness and ability to be flexible in duties and hours worked • Ability to get on well with a wide variety of people, be tactful and ensure confidentiality • Completer and finisher • An interest in issues relating to teaching & learning • Smart and professional appearance • Commitment to safeguarding and protecting the welfare of children 	

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified		
Qualifications Qualified Teacher Status	A	Recent professional development Other relevant qualifications e.g. First Aid, Coaching Awards etc.	A		
Experience Excellent classroom practitioner with high expectations for pupils' attainment & behaviour, who demonstrates enthusiasm & innovation. Experience of working with a range of needs. Use of effective assessment to track pupil progress compare groups and	A/I A/I A/I A/I	Experience of managing a team including working with teaching assistants and other adults. Experience of successful transition activities into and out of year group Experience of managing resources to develop provision Experience of leading a subject area,	A/I A/I A/I		

develop teaching accordingly Experience of providing high quality classroom environment and learning opportunities which are creative and exciting for learners		particularly Computing or Science			
Knowledge and skills Highly effective communication skills, and a commitment to a collaborative, team approach Excellent knowledge of curriculum Knowledge of strategies to manage pupil behaviour & promote effective learning opportunities, recognising the needs of the individual. Ability to provide effective feedback to children to promote good progress. Thorough knowledge of & commitment to Equal Opportunities, Health & Safety, SEN & Safeguarding	A/I A A/I A/I A/I	Ability to review and write support plans Knowledge of SEND	A		
Special Requirements Commitment to the Christian ethos of our CE school Commitment to developing positive relationships with pupils and families. Confidence and enthusiasm to create a happy, challenging classroom which inspires children to achieve their best.	A/I A/I A/I	Willingness to offer extra-curricular activities. Evidence of active involvement in a Church linked to "Churches Together"	A/I A/I		